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ABSTRACT

This paper describes a study which was carried out to examine the intra-group verbal behavior of "person-oriented" and "non-person-oriented" individuals. Extrapolating from conceptual systems theory, it was expected that the "person-oriented" (conceptually abstract) individuals would deal with different referents, time focuses and affect levels in their verbalizations than would the "non-person-oriented" individuals (conceptually concrete). Within the framework of a verbal classification system developed for the study, the verbal usage patterns of the two groups were examined. These verbal usage patterns generally supported the theoretically derived expectations, showing an overall usage superiority by the "person-oriented" sub-group in the areas of: (1) "here-and-now" statements; (2) affective statements; and (3) affective self-disclosure statements. A quarter-by-quarter examination of these usage patterns revealed a tendency for the "person-oriented" sub-group's superiority in these areas to become more marked during the last half of the total group's life. Implications of these findings for laboratory group composition and design are discussed. (Author)

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Verbal Behavior, in the Training Group Setting, of Individuals Differing in Conceptual Style

Purpose

The purpose of this study is to examine the in-group verbal behavior of individuals defined as "person-oriented" and "non-person-oriented" on the Person Descriptive Instrument developed by Roger Harrison.

A braoder function of the study is to explore the utility of the framework of "conceptual systems theory," as expressed by Harvey, Hunt and Schroeder (1961) for understanding the ways in which individuals react to the Training Group environment. This theoretical base provides a framework for describing the manner in which individuals structure their experience. Within it, people are generally described as varying along a continuum of concreteness to abstractness in terms of the constructs they use to "fix" their experience. Harvey, Hunt and Schroeder describe individuals at the extreme concrete end of this continuum as:

> . . . characterized by external control, by the acceptance of externally derived concepts or schemata not built up through experience with the actual stimuli, and by the absolutistic nature of such concepts. In a new or relatively unstructured situation, a person's functioning is maximally anchored in external control and is therefore characterized by seeking external criteria for evaluating his behavior. The term unilateral is intended to convey the fact that functioning in this stage is adjusted to match absolutistic, ready-made conceptual criteria. Unilateral dependence implies a lack of differentiation between a rule and its purpose; between authority and one's own experience; between one's thoughts about authority andoone-self. First stage functioning is assumed to have the following characteristics: things are endowed with power as in magical thought; answers to questions are accepted more in the sense of absolutes (Werner, 1957); thinking is more concrete (this is the way it is because it is); behavior associated with this stage is characterized by a greater immediacy, by greater sensitivity to limits, to what is right and wrong, to what is tolerated and not tolerated, and by greater submissiveness to external control (p. 94).

In contrast, individuals characterized by a conceptual style at the extreme abstract end of the continuum are:

> . . . characterized by abstract standards developed through the exploration of alternative solutions against a variety of criteria. These standards are systematically related to the informational consequences of exploration and as such are "tools," not masters, since they are subject to change under changing conditions. Abstract functioning is characterized both by the availability of alternate conceptual schemata as a basis for relating and by the ability to hold a strong view or attitude that does not distort incoming information (p. 109).

CG 006 427

Harrison has extended the general framework of conceptual systems theory to consider the manner in which individuals structure interpersonal relationships. His "person-oriented" (P.O.) individuals, displaying the characteristics of Harvey, Hunt and Schroeder's broader construct - the conceptually abstract person - tends to consider as most important in his relationships with others, those characteristics of that person which are important to the "here-and-now" of interaction (e.g. genuiness, expressiveness) rather than those characteristics which are concerned with the individual's status and capacity in general. As such, the P.O. individual would be expected to be more flexible, relativistic and modifiable, because of his openness to immediate data upon which adaptability depends.

Conversely, the "non-person-oriented" (N.P.O.) individual, manifesting the characteristics of Harvey, Hunt and Schroeder's broader construct - the conceptually concrete individual - tends to consider as most salient those characteristics of others which serve to "fix" those persons in terms of such general characteristics as achievement, status, ability or accomplishment. Such characteristics focus upon the general external characteristics of others which describe them apart from any particular situation or relationship.

Extrapolating from these descriptions, one might hypothesize that in the unstructured environment of the Training Group the P.O. individuals would: 1) display, in their verbal statements a greater tendency to focus upon "here-and-now" topics and issues than would N.P.O. individuals; 2) generally display in their verbalizations more affect than N.P.O. individuals (assumption - such affect reflects the individuals's ability to deal with, and respond to the present in terms of its immediate, on-going impact upon him rather than in terms of general conceptualizations of what it should or ought to be); 3) more specifically, in presenting themselves to others (self-disclosing statements) tend to display more of their feelings and internal experience than N.P.O. individuals.

Related Research

The research which is most relevant to the present study is that which looks at the nature of the group behavior of individuals as a function of some aspect of their "personality."

In the area of task oriented, socio-process groups there are a number of studies which seem related to the present investigation. For example, Bass et al (1953) found that group discussion participants rated "high" in leadership could be discriminated from those rated "low" by use of the Rorschach. Additionally, they found a variety of

significant relationships between leadership ratings and Guilford-Zimmerman and MMPI (F-scale) scores. Though there are a multitude of studies which, like that of Bass et al, focus upon socio-process groups, one can question, as has Coffee (1952), the extent to which generalizations derived from one realm of group functioning can be applied to another. What application do the generalizations drawn from structured, task-oriented, work groups have for the unstructured, here-and-now oriented Training Group?

Related studies dealing specifically with Training Groups, or variants thereof, are quite sparse. Stock and Luft (1960) carried out a study which examined the relationship between member's preference for high or low-structuredand their performance in experimental (E), supplementary groups formed at Bethel. After an initial period in the regular T Groups, members were regrouped into the E groups. Trainers of the original T Groups were asked to describe members as preferring conditions of high or low structure. These judgments were used as a basis for forming three E Groups examined by the study: a high-structure preferred group; a low-structure preferred group; a group which had balanced membership in terms of the high or low structure preferred dimension. The trainers of these E Groups, who were kept naive as to the composition of the groups, were asked for their impressions of their groups. The high-preference for structure group was described, impressionistically as fast-moving, sociable and effective in solving problems of consensus and feedback. However, trainers reported the discussion seemed shallow and there seemed to be an avoidance of process issues. The low-structure preferred group was described as highly verbal and process oriented with a preference for self-analysis to issues of content and structure. The training staff seemed to feel that the low-structure group was not particularly potent as a learning environment. The high-structure group, while seemingly operating in a way somewhat at variance with the environmental press of the laboratory culture, seemed to make some progress toward an examination of process issues and personal feelings.

Lieberman (1958) conducted a study which examined group behavior from a perspective different than either the Stock and Luft or the present study. He classified group members as having a primary tendency to express one to five types of affect: fight; flight; pairing; dependency; counter-dependency. Looking at members' affective designation and their group behavior, Liebermann generally concluded that there is a relationship between the effective styles of members and the nature of a group's interaction. When a group was deficient in terms of members who were characterized by a particular affective style, interaction reflecting that affect was apt to be low. It was observed that in such cases there was a tendency for group members or the trainer to modify their typical patterns to fill such gaps. Lieberman also offers the opinion that variety in affective styles is essential to group functioning.

Harrison and Lubin (1965) conducted a study to determine differences between "person-oriented" and "work-oriented" individuals (as determined by an earlier form of the PDI-5 used in the present study) with reference to their style of interaction in a training group situation, and their preference for groups differing in "structuredness." In line with theoretical expectations, the authors found that the "person-oriented" individuals were perceived by the training staff as more expressive and warm. Members of a homogeneiously "person-oriented" group were described by staff as forming stronger interpersonal ties than members of a homogeneously work-oriented group. Contrary to expectations, the "work-oriented" individuals were perceived as learning more from the laboratory experience than person-oriented members. Though somewhat tangential to the focus of the present study, Harrison (1965) extended the study with Lubin to examine the potency of homogeneous or heterogeneous (with regard to members preference for structure) groups for producing member learning. It was found that heterogeneous groups produced most learning in members, probably because such groups confronted the members with more problem situations with which they had to cope.

These studies seem to support the generalization that a variety of personal characteristics are associated with styles and patterns of group behavior. The present study uses this generalization as a point of departure to look at the relationship between a specific set of personal characteristics (e.g. style of conceptual functioning as related to the structuring of interpersonal relationships) and the characteristics (referents, focus, level) of the members' verbal statements in the group. In moving to specific ratings of verbal behavior, the present study goes beyond previous investigations which typically relied on subjective report (either participants' or trainer) as an indicator of intra-group functioning.

Questions

The general question with which this study deals is:

> With the T Group do group members described as "person-oriented (on the PDI-5) verbally deal with different topics, time focuses and affect levels than group members described as "non-person-oriented"?

More specifically, the interaction of the group investigated was examined to answer the following questions.

1. Did P.O. members differ from N.P.O. in the extent to which their statements focused upon "here-and-now" matters?
2. Did P.O. members differ from N.P.O. in the extent to which they expressed and dealt with affect in all of their statements?
3. Did P.O. members differ from N.P.O. in the extent to which their self-disclosure statements were affective in nature?

All of the above questions were examined from quarter-to-quarter of the group's life, as well as across all sessions.

Procedures

Sample

The group which served as the focus for the present study was composed of fifteen members: thirteen males and two females. All members were enrolled in graduate programs in Education and most were actually functioning as teachers or administrators in a public school setting.

The group met within the context of a course entitled "Group Process in Education." It operated as a T Group, meeting two hours per week for a total of 15 meetings.

The group trainers were two faculty members in Education, one of whom is an NTL associate.

Instrumentation

The PDI-5, used to identify the two extreme groups, "person-oriented" (P.O.) and "non-person-oriented" 9(N.P.O.), is an instrument developed by Roger Harrison (1966) which attempts to get an indication of the dimensions which an individual uses to structure his relationship with another. The P.O. individual, whose response on the instrument indicates high salience of the personal orientation in his relations with others, is a person who attaches importance to such "internal" characteristics as feelings, motivations and openness. Such characteristics can be seen as relating significantly to the situation at hand.

The N.P.O. individual, as identified by the instrument, is one who indicates that in his relations with others the characteristics which have greatest salience are such "external" characteristics as status, appearance, capacities and achievements. Such characteristics, it will be noted, tend to be relatively fixed and generally relate to the individuals functioning apart from the immediate "here-and-now" interaction. After describing three persons (me, male x, female x) on a forty bipolar adjective scales (20 of which are heavily loaded on the P.O. factor, 20 on the N.P.O. factor) the individual is asked to indicate the fifteen adjectives he feels are most important in describing individuals in general; additionally, for the present study, the individual was asked to rank 15 adjuectives in order of decending importance. The specific score used for identifying the two groups upon which comparisons were made was developed by the present investigator and is a ratio score (P_R) which descriptively indicates how high those P.O. adjectives the individual chose were ranked in relation to the highest ranking which might have been made. The formula used for deriving this score is:

$$P_R = \frac{\Sigma A_R}{\Sigma T_R}$$

P_R = Personal Ratio Score

ΣA_R = Actual sum of ranks of P.O. items chosen

ΣT_R = Theoretical sum of Ranks if the number of P.O. items has been ranked as high as possible (e.g. if five P.O. were chosen and ranked 1, 2, 3, 4, 5)

P_R is ≥ 1 in value. The closer to 1, the greater the importance the individual attached to the personal items he chose. For the subjects in the present study P_R varied between 1.05 and 4.83. The group members with the lowest five P_R Scores (most P.O.) were compared to the five with the highest P_R scores (least P.O.)

The Verbal Classification System

The system used to classify verbal statements made within the group, was developed for this study. It was designed to focus upon those dimensions of verbal communication which seemed, on a theoretical basis, to be most pertinent to the scope of the present investigation.

Within the classification system statements are identified as having four main referents:

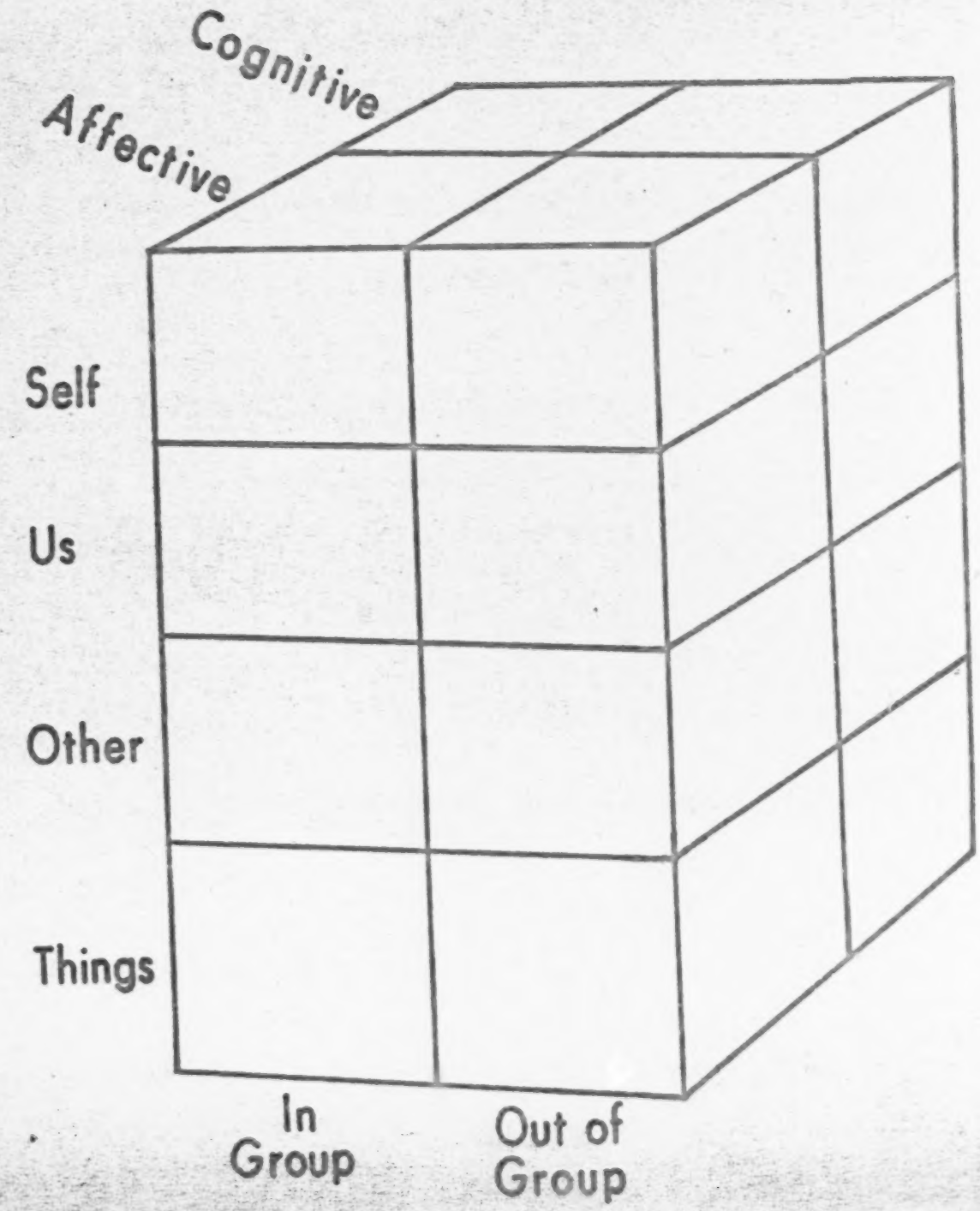
1. self
2. us (the speaker and other group members with whom the individual identifies himself)
3. others (non-identified with persons)
4. things (animate, inanimate objects, situations, events, ideas etc.)

For each of these referents a distinction was made between "in-group" and "out-of-group" foci. Finally, each of these eight referents was further divided into two categories based upon the manner in with which the referent was being dealt by the speaker: affective; cognitive.

The results of these distinctions can be described by the 16-celled matrix presented in Figure 1.

Figure 1.

Figure 1: Classification Matrix



The system is, theoretically, exhaustive (i.e. allowing for the classification of all possible statements) and, in practice, such seemed to be the case. Group interaction was classified on a statement-by-statement basis, with statements of each member being tabulated separately. From the results of the tabulation it was possible to determine the use which any member, or combination of members made of any type of statement, for any session or combination of sessions.

Group interaction was rated live by a graduate student. Prior to the beginning of group sessions, the rater was trained and interjudge reliability levels ranging from 83 to 91% with the investigator's criterion rating were achieved.

Derived Scores

In order to deal with the questions under investigation, three scores were derived from the tabulations of the verbal interactions:

1. "here-and-now" score - the ratio of statements, across all referents, of the "in group" focus, to total statements (for any one session or for any combination of sessions).
2. "affect" score - the ratio of statements, across all referents and focuses, classified as affective in nature, to total statements (for any one session or for any combination of sessions)
3. "affective self-disclosure" score - the ratio of self-referent statements (in group or out of group) classified as affective to such statements classified as cognitive (for any one session or for any combination of sessions).

These derived scores served as the basis for the analysis of the questions posed earlier.

Analysis

Each member's verbalizations, statement-by-statement, were classified and tabulated. These tabulations permitted the frequency of any member's (or sub-group of members) verbalizations falling in any category to be determined for any session or combination of sessions.

Because of the lack of independence between role usage of the two sub-groups (i.e. they were members ofthe same, interacting group and therefore any members usage of a verbal role was apt to affect the nature of others subsequent verbalizations, as well as his own) parametric statistics would not be used in examining the questions posed by the study. Therefore, descriptive techniques are used in examining the results of the classification of each sub-group's verbalizations.

Initially, for each question a figure will be presented which indicates, session-by-session, which of the two sub-groups showed a higher proportion of usage for the verbal role being considered. This session-by-session material will be followed up by a figure which plots each sub-group's percentage of usage by quarters for and for the total of all sessions.

Results

Question 1. Did P.O. members differ from N.P.O. in the extent to which their statements focused upon "here-and-now" matters?

Enter Figure 2

Overall there were more sessions in which the P.O. sub-group showed a superior percentage of "here-and-now" statements, as Figure 2 indicates. Comparing the first seven sessions to the last seven, it is seen that the pattern of greater usage of these statements by the P.O. sub-group became stronger for the latter half of the group's life. This observation is clarified in Figure 3.

Enter Figure 3

Except for Q_2 the P.O. sub-group was characterized by a level of "here-and-now" statements relatively higher than the N.P.O. sub-group. Across all sessions the relatively superiority of the P.O. group in terms of "here-and-now" statements is observed.

The level of "here-and-now" statements by both groups is quite high, as Figure 3 demonstrates. This certainly reflects the emphasis, within the general T Group framework, for using the present, on-going situation as a source of intra and inter-personal learning. However, in spite of the generally high level of "here-and-now" statements by both groups the P.O. emerges as generally superior, and this superiority became more consistent as the group progressed.

Question 2. Did P.O. members differ from N.P.O. in the extent to which they expressed and dealt with affect in all of their statements?

Enter Figure 4

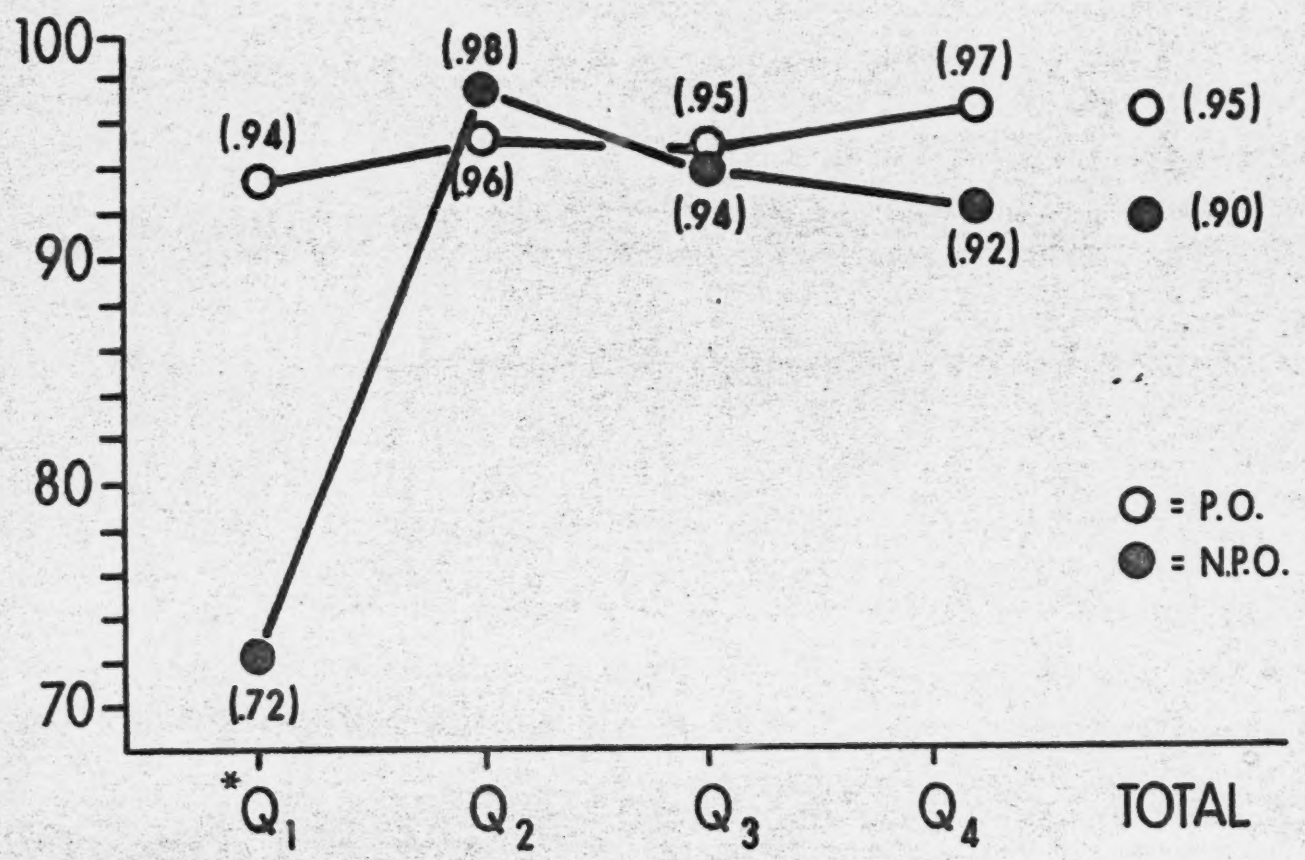
There was, in terms of superiority in relative level of affective statements across all sessions, an even split between the P.O. and N.P.O. sub-groups. As was previously observed for "here-and-now" statements, there is a noticeable difference in the superiority pattern between the first and the last seven sessions. The N.P.O. group showed

Figure 2: Usage of "Here-and-Now" Roles, Sessions 1-14, Comparison of P.O. and N.P.O. Sub-Groups

Session / Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14
P.O.		+		+		+		+	+		+	+		+
N.P.O.	+		+		+		+			+			+	

Figure 2

Figure 3: Percentage of "Here-and-Now" Statements by Quarters and Total - P.O. and N.P.O. Sub-Groups



*Q_1 = sessions 1-3; Q_2 = sessions 4-7; Q_3 = sessions 8-11; Q_4 = sessions 12-14.

Figure 4: Usage of Affective Roles, Sessions 1-14,
Comparison of P.O. and N.P.O. Sub-Groups

Session / Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14
P.O.					+		+	+	+			+	+	+
N.P.O.	+	+	+	+		+				+	+			

Figure 4.

general superiority (five out of seven sessions) with regard to affect usage during the first half of the group's life, while the pattern was exactly reversed during the last seven sessions. This trend is further clarified by Figure 4 which compares affect usage on a quarter-by-quarter and total basis.

Enter Figure 5

As the group progressed, it is seen the initial superiority of the N.P.O. group with regard to affect usage is reversed until at the end of the group's life the P.O. group is found to have a higher relative level of affect usage over all sessions.

Question 3. Did the P.O. members differ from N.P.O. in the extent to which their self-disclosure statements were affective in nature?

Enter Figure 6

In all but five of the fourteen sessions, the P.O. group manifested a higher relative level of affective self disclosure than did the N.P.O. group. This is a more clear cut pattern of usage superiority than was observed with either "here-and-now" or affective statements. Also, comparing the first and last seven sessions it is observed that the superiority pattern is nearly as high during the first half of the group's life, as during the last.

Figure 7 broadens these observations to a quarter-by-quarter and total sessions focus.

Enter Figure 7

Although the N.P.O. sub-group showed an initial superiority in affective self-disclosure during Q_1, the pattern was reversed during subsequent quarters, resulting in a total, overall superiority for the P.O. sub-group.

Discussion

The findings, presented in descriptive form are consistent with the expectations generated from the framework conceptual systems theory, of the manner in which P.O. and N.P.O. individuals would verbally structure their group experience. That is, across all sessions the P.O. individuals manifested higher relative levels of "here-and-now" affective and affective self disclosure statements than did the N.P.O. members.

Figure 5: Percentage of Affective Statements, by Quarters and Total - P.O. and N.P.O. Sub-Groups

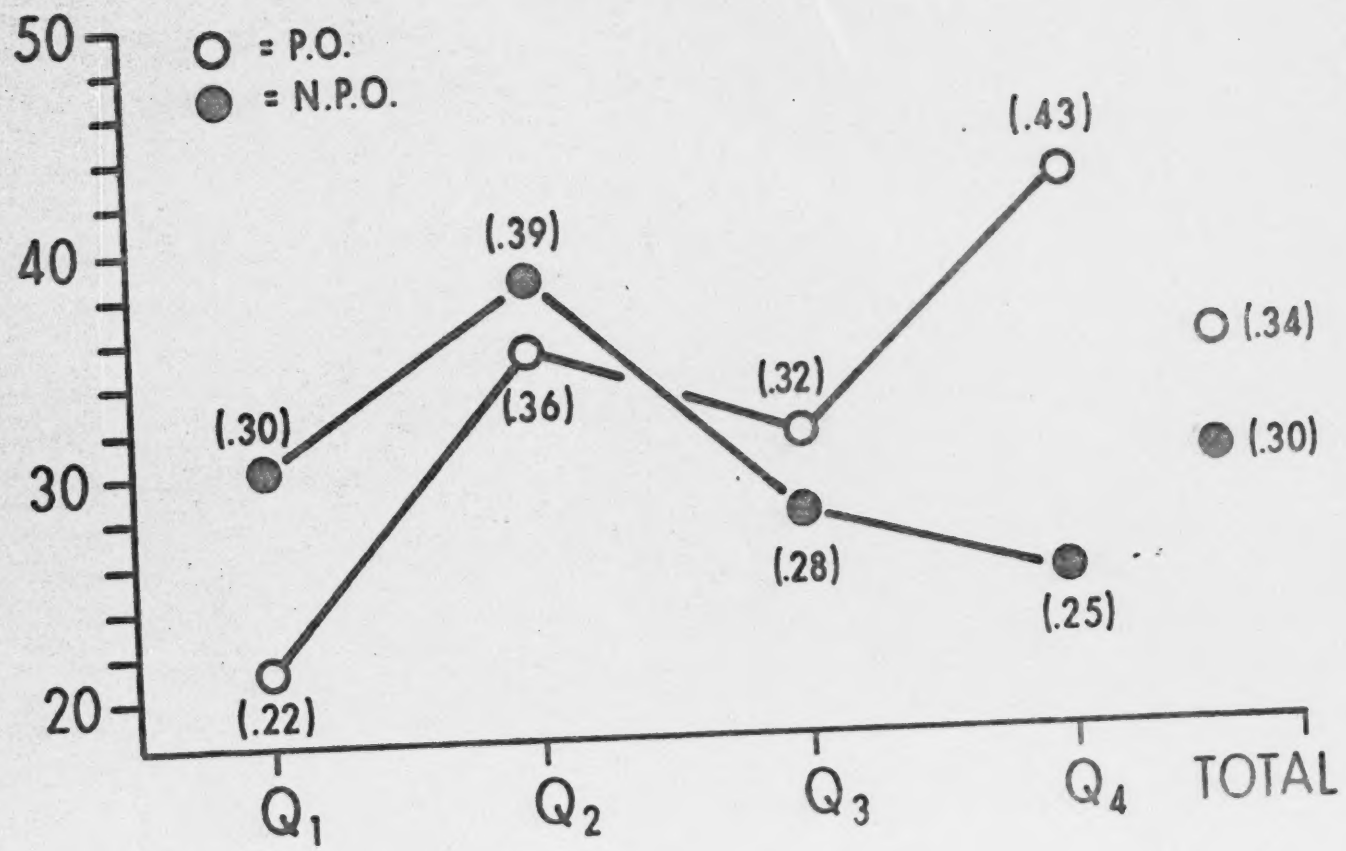


Figure 6: Use of Affective Self-Disclosure, Sessions 1-14, Comparison of P.O. and N.P.O. Sub-Groups

Session / Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14
P.O.		+			+	+	+	+	+			+	+	+
N.P.O.	+		+	+						+	+			

Figure 7: Percentage of Self-Disclosure Which is Affective, by Quarter and Total - P.O. and N.P.O. Sub-Groups

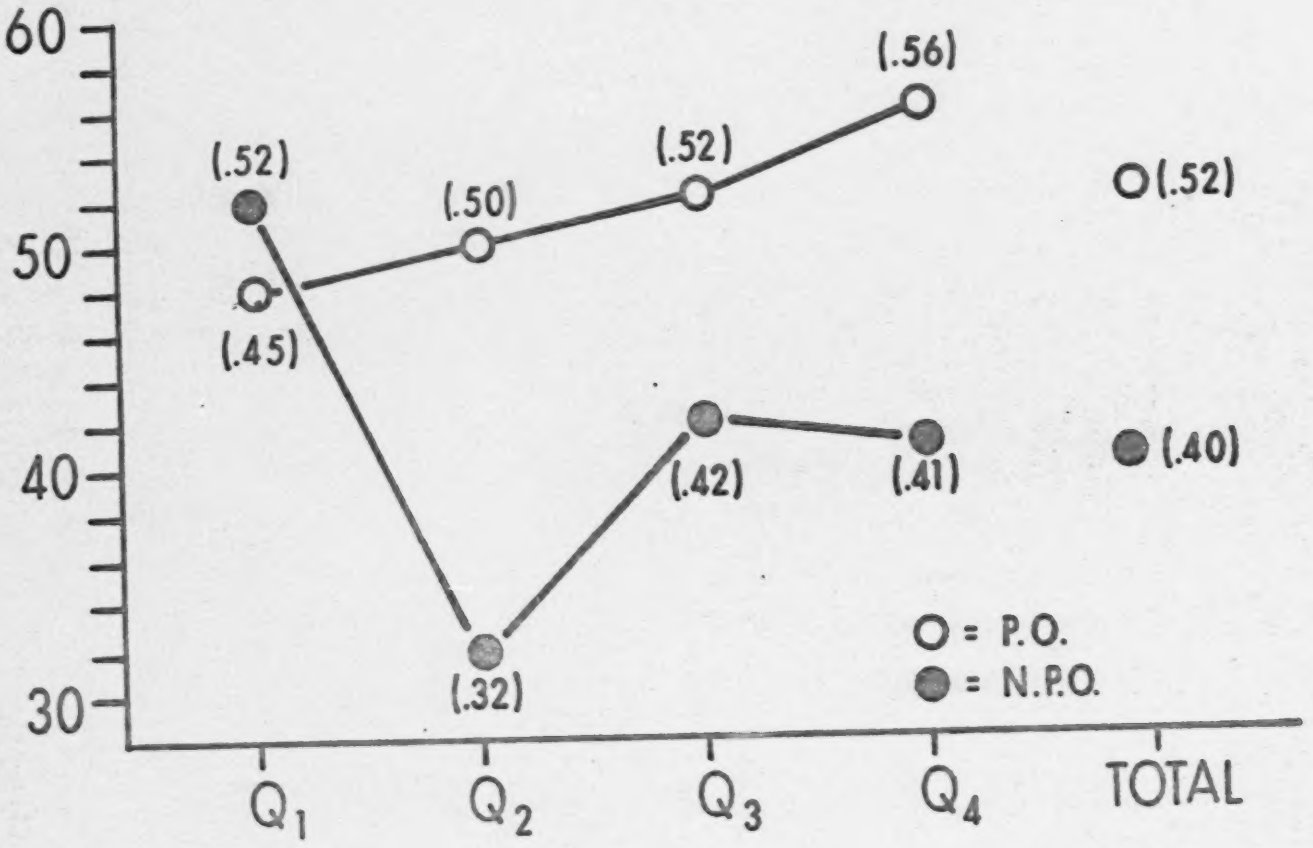


Figure 7

The tendency to deal with the "here-and-now" both in terms of content (i.e. statements which have an in-group referent) and in terms of process (verbalizing in a way which reflects the speaker's on-going affective experience) seemed to be a major characteristic of the P.O. sub-group. The idea, discussed in an earlier section of this paper, that the P.O. individual, showing the broad characteristics of the Harvey, Hunt and Schroeder conceptually abstract type would manifest his flexibility and adaptability in greater attention to the "here-and-now" as well as the affective dimension of personal and interpersonal events is supported. Not only did the P.O. sub-group show a relatively higher level of "here-and-now" usage across the life of the group, but they dealt with the "here-and-now" in terms of the rich ebb and flow of changing feelings and affective reactions rather than in terms of the more fixed, rational "cool" style of the N.P.O. sub-group.

This general finding, especially as it relates to affective expression, would seem to have some application in situations where there is an opportunity to exercise control over the composition of groups. Lieberman (1958) has suggested that variety in terms of affective style is essential to effective group functioning. The present findings suggest a way of assuring a spread of affective styles in a particular group when one can draw from a large population in determining the composition of particular groups. The P.O. members probably have an important modeling effect is a general goal of the laboratory experience, the presence of some of these individuals can be seen as enhancing the potency of the group as a learning environment. Not only do they serve as models for less expressive members, but their style of operation probably presents such members with issues of personal and group operation which are rich in learning potential.

In situations where control of group composition is not possible or desired, these findings suggest that it might be possible to get a prior indication of the way in which a particular group will function. This prior information, of course, would hold open the possibility of an adaptation of the laboratory experience to pick the group members up at their level of functioning, exposing them to an environment which would have a high liklihood of moving them on toward the goals of the laboratory experience.

Such speculations, related to composition of groups and/or the adaptation of the laboratory environment to be responsive to the characteristics of participants are consistent with Harrison's (1965) model for learning in interpersonal situations. Within this model, learning is facilitated by situations which evoke an individual's typical mode of dealing with interpersonal events, but do not support these typical strategies. The individual is thus activated to search for alternative strategies and

responses, and such exploration and experimentation is supported. From this learning model one would expect that individual's with different modes of operating in interpersonal situations would require laboratory environments with different characteristics (e.g. structure, intensity) for optimum learning to occur. Harrison follows up his presentation of these formulations with a report of a beginning attempt to design a laboratory experience relevant to the learning needs of "passive, low-affect" individuals.

Incidental to the major findings of this study is the observation that although the the P.O. group manifested a higher overall level of usage in the areas of "here-and-now," affect and affective self-disclosure, these patterns were either not as clear, or even reversed early in the life of the group. For example during Q_1 and Q_2 the N.P.O. subgroup displayed a higher level of affect usage than the P.O. sub group, but then declined to a lower level during Q_3 and Q_4. Also, in affective self disclosure the N.P.O. subgroup manifested a higher level than the P.O. during Q_1, but was lower during the remaining quarters. These observations lead one to speculate about possible relationships between an individual's general style of conceptual functioning and his participation in a laboratory group at different stages of that group's development. Schutz (1966), for example has hypothesized that groups generally show a developmental pattern of concerning themselves initially with issues of "Inclusion" then "Control" and then "Affection." To the extent that the early inclusion and control issues, which so often characterize laboratory groups were reflected in the operation of the group under investigation,* one can hypothesize that such issues can be dealt with by the more conceptually concrete person on a "here-and-now," affective basis. However, as the group moves into issues of interpersonal closeness and affection the N.P.O. group tends to fall back upon a more cognitive, externally-oriented style of participation.

Extending the findings of this study to issues of group composition, laboratory design and group development must obviously be considered speculative at this point and await further investigation with other groups. However, it is believed that the present study provides general support for the usefulness of "conceptual systems theory" for understanding individual's response to the unstructured laboratory group setting.

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* There is general, subjective data from the interaction rater to support the assertion that such was true.

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INSTRUCTIONS

In the following booklet you will find <u>three</u> separate but <u>identical</u> sets of descriptive terms. Each set is comprised of <u>three</u> pages each so that there is a total of nine pages of descriptive terms. At the top of pages 1, 4, and 7 you will notice a blank space filled in by the respective terms ME, MALE X, FEMALE X. Your task is to describe yourself and two other people (a male and a female) you know well on the subsequent lists of descriptive terms. For each person you are asked to describe, the list of terms is the same. For example, on page 1 you will find the following:

<u>ME</u>

comfortable with others__X__:___:___:___:___:___:___uncomfortable with others

If you feel that, in terms of yourself, you are extremely comfortable with others place a check mark as indicated above. On the other hand, if you describe yourself as being extremely uncomfortable with others, place a check mark in the extreme right hand blank. There are, of course, a number of gradations in between these two extremes and the direction toward which you check depends upon which end of the scale seems most descriptive of the person you are judging. You are being asked to complete these descriptions of yourself and two others.

If you consider the person to be neutral on the scale, or both sides of the scale equally descriptive of the person, then place your check mark in the middle space.

<u>IMPORTANT</u>: (1) Place your check mark in the middle of the space, not on the boundaries

This Not this

X X

___:___:__X_:___:___:___:___:___

(2) Be sure to complete every scale for each person - <u>Do not omit any</u>.

(3) Do not put more than one check mark on a single scale.

Try to make each item a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your impressions to be as accurate as you feel they can be.

Remember: Your task is to describe:

1. Yourself
2. A male you know well
3. A female you know well

When you complete your descriptions of the three persons, you will come to page 10 where there is another short set of instructions. Read these instructions and complete what it asks you to do.

CG 006 427

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comfortable with others_____:_____:_____:_____:_____:_____:_____uncomfortable with others

responsible _____:_____:_____:_____:_____:_____:_____irresponsible

genuine_____:_____:_____:_____:_____:_____:_____artificial

high ability_____:_____:_____:_____:_____:_____:_____low ability

shows feelings_____:_____:_____:_____:_____:_____:_____hides feelings

influential_____:_____:_____:_____:_____:_____:_____uninfluential

kind_____:_____:_____:_____:_____:_____:_____unkind

enthusiastic_____:_____:_____:_____:_____:_____:_____unenthusiastic

lenient_____:_____:_____:_____:_____:_____:_____strict

accepts suggestions_____:_____:_____:_____:_____:_____:_____rejects suggestions

relaxed_____:_____:_____:_____:_____:_____:_____tense

reliable_____:_____:_____:_____:_____:_____:_____unreliable

sincere_____:_____:_____:_____:_____:_____:_____insincere

intelligent_____:_____:_____:_____:_____:_____:_____dull

outspoken_____:_____:_____:_____:_____:_____:_____reserved

low status_____:_____:_____:_____:_____:_____:_____high status

sympathetic_____:_____:_____:_____:_____:_____:_____unsympathetic

active_____:_____:_____:_____:_____:_____:_____inactive

undemanding_____:_____:_____:_____:_____:_____:_____demanding

accepts help_____:_____:_____:_____:_____:_____:_____avoids help

well adjusted_____:_____:_____:_____:_____:_____:_____Maladjusted

thorough_____:_____:_____:_____:_____:_____:_____careless

direct in speech_____:_____:_____:_____:_____:_____:_____devious

competent_____:_____:_____:_____:_____:_____:_____incompetent

demonstrative_____:_____:_____:_____:_____:_____:_____undemonstrative

low prestige_____:_____:_____:_____:_____:_____:_____high prestige

constructive_____:_____:_____:_____:_____:_____:_____destructive

involved_____:_____:_____:_____:_____:_____:_____uninvolved

prefers not to direct others _____:_____:_____:_____:_____:_____:_____prefers to direct others

accepts direction_____:_____:_____:_____:_____:_____:_____avoids being directed

unworried_____:_____:_____:_____:_____:_____:_____anxious

dependable_____:_____:_____:_____:_____:_____:_____undependable

frank and open _____:_____:_____:_____:_____:_____:_____evasive

informed_____:_____:_____:_____:_____:_____:_____uninformed

motionally expressive _____:_____:_____:_____:_____:_____:_____unemotional

has much authority _____:_____:_____:_____:_____:_____:_____has little authority

considerate _____:_____:_____:_____:_____:_____:_____inconsiderate

interested _____:_____:_____:_____:_____:_____:_____unconcerned

easy going_____:_____:_____:_____:_____:_____:_____wants own way

accommodating_____:_____:_____:_____:_____:_____:_____stubborn

interested_____:_____:_____:_____:_____:_____:_____unconcerned

easy going_____:_____:_____:_____:_____:_____:_____wants own way

accomodating _____:_____:_____:_____:_____:_____:_____stubborn

PERSON DESCRIPTION INSTRUMENT

Instructions:

Immediately below there is a list of the 40 sets of descriptive terms, which can be used to describe people. You are being asked to put a check mark next to 15 of the items which you consider to be the most important in describing people in general.

After you have checked the fifteen adjectives these in order of their importance to you - "1" being the most important and "15" the least important.

PLEASE CHECK MARK EXACTLY 15 ITEMS

✓	Rank		
_____	_____	1.	comfortable with others - uncomfortable with others
_____	_____	2.	responsible - irresponsible
_____	_____	3.	genuine - artificial
_____	_____	4.	high ability - low ability
_____	_____	5.	shows feelings - hides feelings
_____	_____	6.	influential - uninfluential
_____	_____	7.	kind - unking
_____	_____	8.	enthusiastic - unenthusiastic
_____	_____	9.	lenient - strict
_____	_____	10.	accepts suggestions - rejects suggestions
_____	_____	11.	relaxed - tense
_____	_____	12.	reliable - unreliable
_____	_____	13.	sincere - insincere
_____	_____	14.	intelligent - dull
_____	_____	15.	outspoken - reserved
_____	_____	16.	low status - high status
_____	_____	17.	sympathetic - unsympathetic
_____	_____	18.	active - inactive
_____	_____	19.	undemanding - demanding
_____	_____	20.	accepts help - avoids help
_____	_____	21.	well adjusted - maladjusted
_____	_____	22.	thorough - careless
_____	_____	23.	direct in speech - devious
_____	_____	24.	competent - incompetent
_____	_____	25.	demonstrative - undemonstrative
_____	_____	26.	low prestige - high prestige
_____	_____	27.	constructive - destructive
_____	_____	28.	involved - uninvolved
_____	_____	29.	prefers not to direct others - prefers to direct others
_____	_____	30.	accepts direction - avoids being directed
_____	_____	31.	unworried - anxious
_____	_____	32.	dependable - undependable
_____	_____	33.	frank and open - evasive
_____	_____	34.	informed - uninformed
_____	_____	35.	emotionally expressive - unemotional
_____	_____	36.	has much authority - has little authority
_____	_____	37.	considerate - inconsiderate
_____	_____	38.	interested - unconcerned
_____	_____	39.	easy going - wants own way
_____	_____	40.	accommodating - stubborn

CG 006 441

GROUP INTERACTION RATING FORM

Group _____

Session #_____ Rated by_____

Role		PA									
Sg	Sga										
	Sgc										
So	Soa										
	Soc										
Wg	Wga										
	Wgc										
Wo	Woa										
	Woc										
Og	Oga										
	Ogc										
Oo	Ooa										
	Ooc										
Tg	Tga										
	Tgc										
To	Toa										
	Toc										
G	Gn										
	Gp										
	Gnu										